

**U.S. DEPARTMENT OF LABOR  
OFFICE OF YOUTH SERVICES & JOB CORPS**

**REGION II - PHILADELPHIA**



**CAREER DEVELOPMENT SERVICE  
SYSTEM (CDSS) PLAN**

**JULY 1, 2001**

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## Executive Summary

The Career Development Services System (CDSS) is nationally defined as a comprehensive and integrated system for equipping all Job Corps enrollees with the skills, competencies, knowledge, training and transitional support required to facilitate entry into and sustain their participation in a competitive labor market, the military, advanced education, or training.

Region II began its implementation of CDS in April, 2000, when center operators came together with Regional staff to develop a plan for the provision of post termination services for students following graduation from Region 2 centers. In July of 2000, the on-center elements of career preparation and career development were added to the mix. Region 2 immediately began looking at ways to combine on-center and post center initiatives into a comprehensive approach.

The goal of the Region 2 plan is to insure that even though different entities provide the distinct elements of the CDS system, students perceive their experience as a seamless progression from Outreach & Admissions, through the post placement (Career Transition) follow-up period. Every initiative, written instruction, conference, speech or presentation delivered to operators mandates continuous communication and interaction between various service providers with the goal of meeting students needs.

The overriding principles that guide our specific instructions are known under the professional title of “Career Development Facilitation.” From the day potential students walk into an Outreach & Admissions office, our system allows them to receive:

- Accurate and honest assessment of their needs along with feedback about their progress,
- Accurate and up to date information on Labor Market trends,
- Assistance with making a career choice,
- Training based on their specific needs which will prepare them to be successful in their chosen field of work, and
- Services to insure that they can navigate the world of work after they are trained.

Our ultimate goal is that a student will know, throughout their interaction with Job Corps, where he/she is going and what steps he/she must take to get there. Continuous ongoing assessments of student’s progress, communication of that progress to the student, and

communication with other partners will insure that students can reach their goals. Provision of a network of support services after graduation will eliminate the barriers most of our students face as they transition into independence.

Unfortunately, not every student who enters Job Corps leaves as a graduate. Therefore, students who remain on the center for more than sixty days, but do not meet the definition of a graduate, will be provided placement services for three months from date of separation.

While the CDS system is designed to appear seamless to students, it is composed of five different phases that reflect the student's level of preparedness for independence. Although separate, each of the phases: Outreach/Admissions, Career Preparation, Career Development, Transition Readiness and Career Transition, depends upon the success of the previous phase. Each phase has specific requirements articulated in the PRH. Likewise unique Regional initiatives have been developed for each phase to enhance the likelihood of success. The Regional initiatives are based on best practices, or effective tools that we have identified and mandated for all Region 2 partners.

While we want to encourage the creativity of each center to develop programs suited to the needs of their students, we also want to insure that proven methods and tools are utilized throughout the Region.

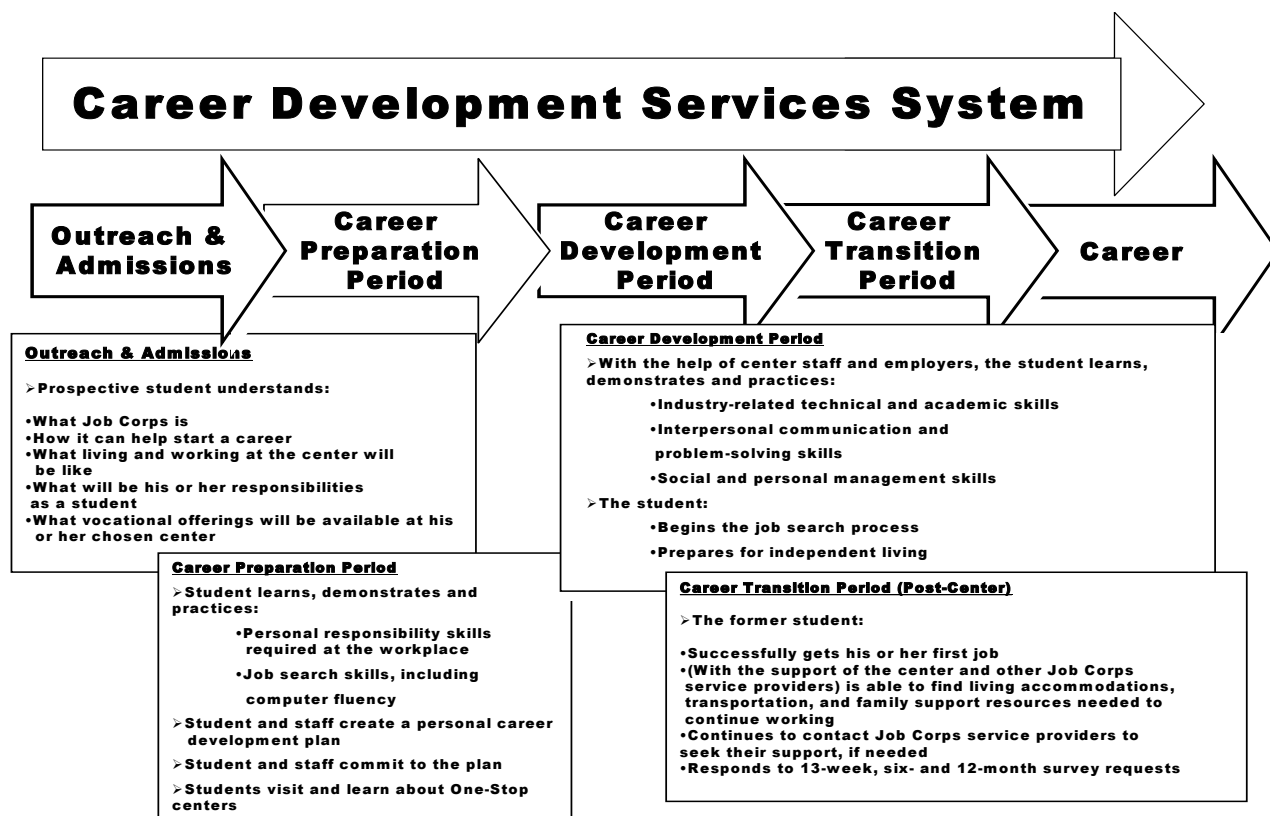
In order to insure that Region 2 centers and support contractors began the transition to the CDSS model and were fully equipped to implement this massive change in approach, a comprehensive schedule of training, written instructions, on-site monitoring and technical assistance was provided. Regional training and oversight initiatives are discussed later in this document. Region 2 Job Corps centers were required to submit their initial CDS service delivery plan by January of 2001. Project Managers used a Region 2 developed "CDSS Plan Review Matrix" to insure that all required elements were included in each centers plans.

The Career Transition period represents the largest cultural change in our service delivery. CTS staff must now function in a case management capacity, providing support services for all aspects of a graduate's life. The original Region 2 CDSS plan determined caseloads by using PY 99 enrollment numbers and estimating the probable graduation rate and numbers to return to each geographic area. An optimal caseload of 100 graduates to one counselor was determined and staff numbers were developed for each CTS service delivery area. (The Former Enrollee caseload is 200:1). At the conclusion of the first year of CTS (November 2001), caseloads will be reviewed to determine if adjustments are needed.

CTS services are assigned by State, mirroring the emphasis in the WIA that students attend

the center closest to their home. For those states where more than one CTS provider is located (e.g., Pennsylvania, Kentucky, Virginia), the state will be divided in accordance with Workforce Investment service delivery areas. CTS service providers were selected based on coverage of logically determined geographic areas. CTS services were added to seven Job Corps Center contracts as a modification to the “Direct Placement” clause. We have emphasized that the CTS functions, while attached to center contracts, should not be supervised by Center Directors, but should have oversight from the contractor’s corporate office.

The Region II CDSS Plan was developed to incorporate the best practices and policies which have been identified by the Region as we progressed through CDSS implementation. While much of this plan is aligned with the PRH, additional requirements and/or clarification of Regional expectations are incorporated herein.



Source: NOJC

## Outreach and Admissions



### Outreach & Admissions

#### Integrating CDSS into the Outreach Plan

- **Design an outreach strategy effectively communicating Job Corps:**
  - **Student assessment**
  - **Center selection**
  - **Explanation of vocational offerings and time frames**
  - **Explanation of center life**

### *General*

The first interaction students have with Job Corps is through the Outreach and Admissions (OA) office. During this phase, prospective students will learn about Job Corps and the opportunities available to them. They learn what center life is like, what vocational offerings are available to them, and then receive an overview of the benefits of an individualized Career Development approach. Admissions Counselors have been instructed to provide each student with an overview of CDS and to help applicants understand the connection between their Job Corps experience and their long term career goals.

### ***Outreach & Eligibility***

The role of the AC is to develop creative outreach networks for recruitment purposes and to market the Job Corps program to appropriate youth development agencies. The AC's job is no longer limited to simply determining eligibility based on preordained factors. Now, they must conduct a thorough assessment of each applicant's interests and abilities. Using sound judgement and insight, they must determine if the young person's needs can be best served by the Job Corps program; if not, AC's are encouraged to provide a referral to a program that better suits the applicant's needs. AC's also play a large role in the commitment process by providing students with continuous encouragement and support once they are on center. This additional step creates the "seamless" transition from outreach to center life.

### ***Information on Center Life***

Admissions counselors will provide applicants with accurate information about:

- Living accommodations
- Student conduct and expectations, including Job Corps' drug testing policy
- Center life, including community service activities
- Allotment information to applicants with dependent children

Before a prospective student is assigned to a center, they are encouraged to visit the center through pre-enrollment tours arranged in conjunction with the AC and the center. These tours provide students with an opportunity to see what a Job Corps center is really like and even speak with various staff members and current students. Because so many of our students have never lived away from their families, these tours are invaluable to both the student and the family in providing a sense of comfort that they will be in a safe and secure environment.

As stated earlier, AC's set the expectations for Job Corps centers, including information about the Dress Code Policy. Applicants know before they enter any center that they will be expected to dress in a certain manner.

AC's also assist students with their transition from home life to center life. They are present when the student departs for the center and offer support and guidance through telephone calls and personalized letters. They assist center staff in AWOL contacts or gathering information about the student's background when needed. All information, including the Individualized Career Development Plan, is forwarded to the respective Job Corps Center

once acceptance has been granted.

### ***Enrollment Readiness RFI 99-04***

AC's will assist centers by beginning to gather the materials for the student's Employability Kit. This is a Regional initiative that requires each student to have a portfolio of documents that are essential to his/her initial placement. It is easier to obtain some of these documents while students are still at home prior to their departure to a center. Employability Kits will include:

- Social Security Card or application with valid number
- Original Birth Certificate
- Drivers license, if available
- INS alien registration, if applicable
- Public assistance documentation, or TANF, food stamps, if applicable
- High School diploma or GED certificate, if applicable
- School records and Individual Education Plan (IEP), if available
- Medical insurance card, if available
- Immunization Records

AC's also obtain Release of Information forms and Parental Consent forms for driver's permits if needed. These items are often difficult for centers to obtain. AC's have been instructed to provide each prospective student with information about One-Stop services. Our OA offices have already established linkages with every One-Stop in areas where potential students are recruited. As part of the application process, applicants are required to enroll with their local One-Stop. Enrollment allows the student to complete the application process and have their name entered on the database. When they graduate, they will not have to repeat that process and can continue with registration where they are entitled to services from the One-Stop. If they do not graduate, they know where to go for additional services.

### ***Career Development Planning***

Applicants begin their Individualized Career Development Plan begins during this phase. Besides determining eligibility factors, AC's will utilize a variety of assessment techniques to perform an initial assessment of the student's career interests and needs. Information obtained from this assessment will lay the foundation of the Individualized Career



Development Plan. Based on this initial assessment of the students' career goals, aptitude, employability skills, and the availability of vocational offerings, students will be matched to the center closest to their home that can accommodate the students' needs. Basic labor market information will also be utilized to demonstrate to students the employment opportunities that will be available to them once they graduate from the program. "Transitional Needs" will be addressed using the Admissions Counselors Assessment Tool (ACAT). If at any time a prospective student indicates they are only interested in obtaining their GED, AC's have been instructed to provide that student with a referral to a GED agency in the local area and discontinue the application process.

### ***Personal Career Development Assistance***

Admissions Counselors will assist applicants in initiating career planning by discussing available vocational offerings and trade requirements. They will use labor market information to advise applicants regarding the career outlook for their expressed vocational interests and to assist them in selecting vocational preferences. They will explain the use of the Personal Career Development Plan as a blueprint that will be updated throughout enrollment as a means to help students meet their career goals.

## Career Preparation Period (CPP)



### Career Preparation Period

#### **Helping Students Get the Most Out of Their First 60 Days**

- **Connect with students**
- **Develop a career plan and set goals**
- **Coordinate the provision of core and intensive services with the local One-Stop Center**
- **Introduce school-to-work principles**
- **Introduce employability, personal responsibility and information technology skills**
- **Establish contact with employers through YCs/WIBs**

### *Center Plans*

CPP plans will be prepared and submitted in accordance with PRH 2.1R1, PRH exhibit 5-2, and the information contained herein. Plans will be reviewed and approved by the Center's Project Manager.

The plans must ensure that basic employability skills, including personal responsibility and introductory computer skills are incorporated early in the student's experience on the center. The introduction of these skills is essential not only for career development, but also because they are immediately applicable, and therefore intrinsically engaging to the students. These skills will also be useful to those students who decide not to commit to the program to insure that they have basic skills that they can use once they return home.

### *Introduction to Center Life*

The Career Preparation period covers the first sixty days a student is enrolled on the center and incorporates enhanced curricula. Arguably, this is the most important time period for the student. This represents a time for incoming students to either embrace Job Corps or to disconnect from the program. During this phase, students will learn about life in Job Corps, gain employability and job search skills, and learn conflict resolution techniques. Every effort must be made during this time period to offer exciting and challenging classes rather than a litany of rules and regulations for students to follow.

### ***Dress Code RFI 00-11***

Region 2 has established a Dress Code, and has instructed all of our centers to use student's initial and subsequent clothing allowance payments for purchase of work related "Dress Code" items. The initial issue is 3 pair of "dockers" type pants and three polo shirts. The shirts have no insignia, so students will be able to use these clothes as a "working wardrobe" when they begin their first job. Subsequent clothing allocations must be used for work related clothing based on the students trade. For example, students in the clerical, information tech, or other "soft" trades will get blazers, "real" shoes, button down shirts, and other items suitable for their first weeks on the job. Students are learning how to take care of these clothing items, an important "employability" skill. This type of dress also gives students an idea of how people dress in the "real world of work".

### ***Student Assessment***

Utilizing the Individual Career Development Plan and the Admissions Counselor's Assessment Tool (ACAT) begun in the Outreach and Admissions phase, Career Preparation Counselors will decide, with input from the student, what classes and skills are needed to insure success in the work force. This plan will define the student's career goals, define their academic/vocational strategy, and identify ANY support needs the student may have.

Staff will assess the student's current skills and enhance the Individual Career Development Plan which was begun in the Admissions phase. Throughout enrollment, there is a continual emphasis on employability skills, Independent Living Skills, and the setting and attainment of academic and vocational goals. Because students enter Job Corps with different skills and abilities, there is no set program to follow. Services during this phase are individualized based on the needs and skills of each student.

### ***Personal Counseling***

Centers will provide intensive on-going personal counseling services within the first 60-days

of the student's stay on center (CPP). These services will continue throughout the students' enrollment as described in PRH 2.4R2.

Centers will coordinate with Admissions Counselors to ensure an on-going connection is made between individual students and AC's. AC's will provide additional support and assistance to students in ensuring needs are being met. The AC should support communication between the student and family.

Group support sessions will be held on a bi-weekly basis to identify and address issues and concerns related to students' adjustment to center life and reinforcement of goal attainment.

### ***Student Career Planning***

This phase also includes the Career Exploration Period. Students are encouraged to explore all learning opportunities both on and off center, to decide which will best assist them in fulfilling their career goals. Job shadowing opportunities are critical during this stage. Hands-on activities allow students the opportunity to realize whether a particular vocational trade is right for him or her. Centers shall provide all new students with a variety of career exploration experiences designed to assist them in understanding the factors that influence career choice so that they can make informed selections of career goals.

Students are scheduled into the various classes based on their skill levels and career needs as determined in their Individualized Career Development Plan. The curriculum for these classes incorporates hands-on opportunities for students to learn at their own pace.

A Training Achievement Record (TAR) has been created at many of our centers to define what skills the student mastered during the CPP. If necessary, students will remain in a class beyond the sixty-day time period until the skill(s) have been learned and can be demonstrated by the student.

### ***Local One-Stop Registration RFI 01-04***

Students are also required to register with their local One-Stop if they did not do so during the Admissions process. Centers will conduct field trips to local One-Stops for tours and informational purposes. This will serve to familiarize students with how a One-Stop operates so they are better equipped to use one on their own when necessary. Students not from the local area are able to enroll with the One-Stops via Internet access.

### ***Navigating the Labor Market***

Students will learn to utilize labor market information to what are the "demand" occupations,

where employment opportunities exist and what skills are required. They may also learn if they will need to relocate to pursue their chosen field.

Students will also be provided with an introduction to information technology to include basic functions of utilizing the Internet to conduct a job search. At this point, students will learn to prepare their resumes. To insure contact upon separation from the program, we also require students to establish a free Internet-based E-mail account. Center staff will keep records of these E-mails for contact purposes. Students will be encouraged to use their e-mail accounts to maintain contact with their families for support and encouragement.

### ***Personal Development Skills***

Employability, Social, and Conflict Resolution Skills will be highlighted during the CPP. The relevance of good social and employability skills, together with conflict resolution skills will equip students with the essential tools needed to acclimate to center life and workplace success.

Students who do not already possess a driver's license will receive instruction to obtain a learner's permit. Driver's education training will be initiated during the CPP to give students skills needed for success in the workplace and to allow for completion of short term goals. Retention related activities are intrinsically part of this evaluating personal development skills. This is a critical time period for students who are adjusting to being away from home for the first time.

Planned recreational activities will be incorporated to break up the monotony of classroom activities. Group counseling sessions will center on personal and social issues and the best ways to act and react. These activities will service to allow students the opportunity to demonstrate skills learned, meet new people, and become members of the Job Corps Center family.

### ***Career Development Readiness***

Before any student leaves the Career Preparation Period, they will undergo the required Evaluation of Student Progress. The student will meet with their Career Management Team to assess and update their Individualized Career Development Plan. Throughout enrollment, this plan will be updated to insure the student is remaining focused and achieving the goals necessary for success.

This CDSS system is quite different from the basic service delivery program that Job Corps has used in the past. This process utilizes a comprehensive and integrated case management approach, requiring support, participation and communication between all of the separate

entities that make up the Job Corps community. By providing continuing support and assistance during the critical first 60 and last 60 days on center, Job Corps can make real strides toward eliminating the barriers to our students' employment and their ability to progress in the work environment. With proper implementation, our CDSS system will provide the essential elements of success for our students into the world of employment.

## Career Development Period



### **Career Development Period**

#### **Meeting Student Career Needs**

- **Monitor student progress**
- **Receive LMI and vocational guidance from the center Industry Council to develop WBL sites and SBL curriculum**
- **Apply School-to-Work principles with the delivery of vocational and academic training**
- **Develop social and personal management skills necessary for establishing independence**
- **Conduct pre-departure needs assessment**

The Career Development Period encompasses the traditional vocational and educational training components that Job Corps has provided for over 35 years. There is new emphasis during this period on insuring that students also learn employability skills, social skills and independent living skills to complete their total preparation for the world of work. In reemphasizing these “soft skills” Job Corps is responding to the advice and concerns of numerous employers who have stated for years that it is the “employability skills” that are most critically important to long-term job retention by our students.

While most of the centers in Region 2 are reasonably competent in providing academic and vocational training, it is the transition to emphasis on employability and independent living that is requiring special attention by the Regional Office. We have initiated a number of special requirements that are designed to insure that students receive training opportunities that will enhance their chances for long term attachment to the labor market.

### ***Work-Based Learning***

Experience has shown that providing students with the opportunity to learn in a real-life work

setting is a major factor is improving both their skills and their understanding of the relevance of training. The Job Corps system has been putting major emphasis on work-based learning for a number of years, but many centers are slow to implement these types of training situations. Rural centers especially have been behind the curve in developing off-center work sites for their students. In order to assist our centers in finding off-center learning sites, we have tasked the IWEP Job Developers to include work-based learning sites in their job development activities. The IWEP staff member assigned to each CTS area makes frequent visits to all of the centers in their geographic area, serves on the centers' Industry Advisory Councils, and works with centers vocational departments to develop work-sites for current students and graduates. We have also provided training opportunities for center BCL's and placement staff to encourage them to include the development of work-based learning sites in their community activities.

### ***Independent Living***

We have encouraged our centers to utilize their Vocational and Residential Modernization funding to create unique "Independent Living" arrangements on centers. Some centers have developed separate dorm wings, while others are creating individual buildings to give students practice in the areas of cooking, shopping, self-management, budgeting, etc. We know that helping students learn these all-important "Life Skills" will go a long way to insuring their long-term employability.

### ***Career Transition Readiness RFI 91-04***

The transition to post-center services must begin before a student departs the center. Sixty days prior to graduation or when a student reaches a critical milestone (GED or Vocational step-off), on-center staff will arrange for an on-site or phone interview with the Post-Center CDSS provider. On-center CD Specialists begin to check the Employer Data Base and Youth Services Directory for referral sources for graduating students. At this point, students begin to work with their assigned on-center Career Development Specialist to:

- Prepare the final post-center transition plan
- Determine any post-center services (e.g., housing, child care, etc.) needed
- Finalize resume
- Update employability kit
- Refresh job search skills and employability skills
- Undertake job development and job search activities
- Contact post-center Career Transition service provider to arrange for a face to face or telephonic introduction with the students.



Centers have been instructed to develop protocols to identify when each student is nearing completion, using such milestones as taking the GED test, or achieving 80% completion of his/her TAR. On-center Career Development Specialists insure that each student has an established relationship with his/her post-center CTS provider, including those who move to a different Service Delivery Area within Region II or any other Region. On-center CDSS staff will work with the post-center CTS staff to coordinate job development activities and insure a smooth transition of information and services between the two providers.

A directory of CTS operators will be updated and distributed to all centers and contractors as needed.

A list of students who have reached their sixty-day milestone will be generated by each center. This simple list will include the student's name, their destination city, and their trade. This list will be distributed via e-mail/fax to CTS providers in applicable destination cities and to appropriate JACS & IWEP representatives. CTS providers, and JACS will use this list to ensure those immediate transitional and employment needs are addressed. At this time it is imperative that on-center CDS staff make direct contact with the CTS Project Director so that there is a smooth transition of information and services between the two offices. Upon contact by the center, the CTS Project Manager must assign the student to his/her CTS case manager, who can then work with the student and their on-center CDS counselor to address any identified post-center needs before the student actually departs the center.

Once transitional needs are identified, the on-center CDSS staff will provide the terminating student with contact information of pertinent transitional services and the student's CTS Project Director. This contact information will be provided as part of the student's employability kit to follow him/her to their destination city. When a student terminates, the provision of CDSS services will transfer to the post-center CTS provider located in the student's geographic area. The pre-termination introduction to the CTS counselor will help the student feel comfortable with the transition from center back to his/her home area.

## Career Transition Period



### **From On-Center to Post-Center Service Delivery**

- **Provide for job placement opportunities**
- **Coordinate career transitional services, such as assistance with housing, transportation, child care, etc., for graduates**
- **Track and update graduate placement status for 12 months following initial placement**
- **Provide former enrollees with initial placement services for up to three months following separation**
- **Encourage participation in 13-week, six-month, and 12-month surveys**

A student's orderly, seamless transition from the on-center Career Development Phase to the post-center Career Transition Phase is contingent upon excellent communication between center CDSS staff and the post-center service providers. Regular exchange of information regarding terminating students throughout the network of CDSS providers is the key to meeting post-center measurement goals. This section will outline required pre-termination activity, delivery of initial and follow-up post-termination services, tracking system for twelve months post-placement, entering case notes & referral entries on the web-based application, monthly reporting, the roles of JACS and IWEP staff, memorandums of understanding, and Regional Office oversight.

Upon graduation, copies of the Career Development Services Plan and "employability kit"

information will be mailed to the Post Center CDSS provider. Center staff should prepare a post-termination transition plan; final resume, and begin job development and job search activities during this period.

After a student separates, Center staff is required to document any follow-up contacts with students in the CDSS web application - Case Notes Section. Passwords for Center staff are available from the Data Center.

Center Staff are also required to complete the Referral Section of the CDSS web application when its use is warranted.

### ***Career Transition Responsibilities RFI 01-08***

Interview (either in person or by phone), potential graduates 60 days prior to graduation or when a student reaches a critical milestone (GED or Vocational step-off).

Set up user IDs and passwords in the CDSS system for each CTS Specialist.

Transfer active cases to CTS Specialists within 48 hours after the student's separation.

CTS Specialists complete a Career Development Services Plan for each graduate within 30 days of assignment.

CTS Specialists develop a comprehensive case file for each graduate. These case files will be maintained for audit purposes for a period of three years once the graduate's service period has expired.

CTS Specialists are required to contact students once per week during the first 4 weeks after separation and once per month each month thereafter. Records of these calls and any student or employer visits must be entered into the CTS Interim web application - Case Notes Section.

CTS Specialists check the Employer Data Base and Youth Services Directory for referral sources.

CTS Specialists are also required to complete the Referral Section of the CDSS web application when its use is warranted.

As students are placed in verifiable jobs, the military, or if they choose to further their education, the CTS contractor is required to complete data entry in the PAIS system until the CIS system becomes functional. Address, phone and contact changes must also be input through the PAIS system.

In addition to the assigned CTS case manager, all other entities (e.g., NTC's JACS, IWEP, etc.) that provide service to the graduate will also be able to access the database. Former students will be provided with the following post-termination services:

DESCRIPTION	SERVICES
Uncommitted Student (-60 days) and Level One ZT	Referral to the One-Stop/State Employment system.
Former Enrollees (+60 days)	Referral to the One-Stop/State Employment system transitional services up to initial job placement.
Graduates	Referral to the One-Stop/State Employment system Transitional services up to initial job placement. Additional transitional/placement services for 12 months, 13-week, 26-week, 52-week post-placement surveys.

In order to comply the Workforce Investment Act, the following services will be provided to graduates:

- Comprehensive guidance & counseling
- Drug & alcohol abuse support
- Job placement
- Assistance finding child/dependent care,
- Housing referrals,
- Uniforms/work attire, and
- Work-related tool costs
- Regular contact with the former student
- Assistance securing better jobs, leadership development, career development and further education
- Adult mentoring for 12 months after initial placement
- Assistance securing work-related documents (social security card, birth certificate, etc.)
- Resume/portfolio preparation and updates
- Job search resources & strategies
- Transportation assistance
- Referrals to community support services Referrals to the Military, One-Stops, state Employment Services & other vocational/educational programs
- Work-related peer groups

After the graduate is placed the CTS case manager will be responsible for conducting follow-up on that graduate for one-year from the date of placement. Because we anticipate no less than one contact per month with the graduate, follow-up should be easily achieved.

For those graduates who relocate outside of Region II, the same procedures will still apply. Centers will insure that contact is made with the CDSS provider in the area where the graduate relocates. All information pertaining to the graduate will be forwarded to the new CTS provider. With graduates who did not attend a Region II center but have established residence within our Region, the same individualized post-center services will be provided to the graduate. During the services period, if the graduate relocates to another CDSS provider area, all information pertaining to the graduate will be transferred to the new CDSS provider. All Region II providers will work closely with one another in these cases to insure that no interruption of service occurs.

For the 60+ day non-graduates, the Region II plan allows for a provision of services for up to 90 days. These non-graduates will be assigned to a post-termination CTS case manager who will assess the needs of the enrollee and provide them with the best possible solutions to follow, whether it be job placement, referrals to other social service agencies/programs, or referrals to educational/training institutions. One-Stop participation will be crucial with this population of students, allowing for additional referrals and career information that will benefit the student. Once the 90 day time period expires, all services will be provided by One-Stops and other social service agencies. Follow-up will not be required with this population, and the type of information that is collected will be at the discretion of the CTS provider.

### ***Twelve-month Post-Placement Tracking and Services***

The Workforce Investment Act stresses the need to place our graduates in long-term, high wage positions. It is imperative that CTS offices expand their job placement efforts for up to 12 months following the initial placement so that Job Corps graduates can become successful.

We must not only help graduates to find their first job, but also work with them once placed to successfully transition to better, higher-paying jobs. Therefore, CTS managers will continue to track the employment progress of and provide additional services to placed students for up to 12 months following the student's initial placement. The range of services provided to these placed students is the same. Tracking these students and recording the services provided are crucial components of continuing services. Upon verification of initial employment, it is important to review the 13, 26, and 52-week surveys with the student. In addition, the student will be placed in a tickler system designed to track and monitor the success of the student's employment. Regular contact and follow-up will be provided in accordance with PRH requirements. If a placed student is found to be unemployed again, a renewal of all services must be initiated in order to find gainful employment. This cycle will continue for up to 12 months following the initial placement date.

All contact and services provided will be recorded, as in earlier phases, on the CDSS web application in the case notes and also the referral screens. Post-placement services must also be recorded in the Region II - CTS Monthly Report required by all CDSS contractors.

***Region II - CTS Monthly Report RFI 01-14 & 01-14 change 1***

Each CDSS contractor will provide the Regional Office with a report of monthly activities. The report format found in Appendix 2 will allow the Regional Office to evaluate the types of services being provided, determine the adequacy of staffing levels to service caseloads, and focus attention of post-placement services. The CTS operators will be required to use the form in Appendix 1 when submitting their monthly narrative reports.

***CTS Tools RFI 01-08***

A National interim web application site has been established at <http://cdss.jobcorps.org:7105> and both on-center and post-center staff have access to this site. Once the CD contractor makes assignments, users may enter case notes and community referrals into the system so that all interested parties can communicate with and/or update all service providers.

The Regional Office has developed several web pages to assist both on-center and post center CDSS staff to locate jobs and other support resources:

As a link to the Region 2 web site <http://www.jobcorpsregion2.com/>, a Youth Services Directory has been developed. This Youth Services Directory (YSD) provides information on local support providers (sorted by county, city, and state) who provide support within the Region 2 service area. The YSD also provides information on statewide support and help agencies.

Information and referral information is provided for the following:

- Child Care
- Children's health
- Clothing/furniture assistance
- Food stamps
- Healthcare
- Health and Nutrition
- Counseling
- Housing Assistance

- Job Assistance
- Legal Counseling
- Libraries
- Mental Health
- Counseling
- Social Services
- Substance Abuse Support
- Tax Assistance
- Transportation
- Unemployment Assistance
- Utilities Assistance

The Employer Job Development Database allows every career development specialist, job developer, job placer, business community liaison, and center director to access information gathered when Job Corps talks with employers. This database gives career development specialists and others an easily accessible repository of employer contacts. Career development specialists are able to review work by their peers within the region so they can avoid calling companies that have just been contacted. They can also follow up on those companies that have indicated they are hiring in several cities within the region. Refer to RFI 00-03 for additional information on the Employer Job Development Data Base. <http://www.jc2-employers.com/>

## **Workforce Development and Other Partnerships**

In Region 2, CDSS involves a number of partners who collaborate to provide the best services for graduates. In addition to AC's, Centers and CTS operators, also included are IWEP, NTC's, JACS, WIBs and Youth Councils, and Community Relations and Center Industry Councils. These partners are instrumental in our service delivery model. The specific roles of each of these entities is as follows:

### ***Industrial Work Experience Program (IWEP) RFI 01-15***

One IWEP staff is assigned to each CTS contract. They serve as the Job Developer for a specific geographic area, creating employment opportunities for graduates and Work-Based learning sites for current students. They also provide labor market information to centers, visit centers to review the adequacy and relevance of the vocational training offered, and informs centers of trends in the workplace. They serve on Center Industry Councils, local Youth Councils and WIB's in the areas that they are assigned.

### ***National Training Contractors (NTC's)***

NTC instructors and coordinators are instrumental in finding employment opportunities for graduates in various trade areas. They are also used to develop work based learning sites, and in some cases to assist with transitional services.

### ***Joint Action in Community Service (JACS)***

In Region 2 JACS provides support services to graduates after termination through their Volunteer Network. JACS recruits and trains volunteers who work closely with each graduate to insure those students' specific transitional needs are met. Volunteers can assist with housing, childcare, money management, etc. and are especially useful when the CTS case manager is not located in the same community. JACS volunteers provide a description of all of the services they provided to each student and that information is entered into the CTS Interim Tracking System by the JACS Regional coordinator. This insures that all interested parties know all information about each student. In Region 2, we have also asked JACS to review CTS case manager inputs into the CTS Interim Tracking System, to insure that CTS staff are providing a high level of service to graduates.



***Center Industry Councils (CIC's) RFI 00-07***

Region 2 began training its centers on the requirement to establish CIC's during its first "WIA" training in December of 1999. During the last two years we have offered four separate training conferences for Business & Community Liaisons, emphasizing the importance of using local and distant employers to advise centers on the most viable vocational offerings for their area and student population. The Advisory Council membership is also encouraged to review existing vocational training to insure that the equipment and materials are up to industry standards.

***Business & Community Liaison (BCL) Activity RFI 00-14***

As stated in Item 3, Region 2 has placed a strong emphasis on the Business & Community Liaison function at each center. In addition to the training that has been provided, we have engaged the services of Leonard Resource Group (LRG) in a continuous oversight and coordination effort that has paid off in highly effective linkages with local workforce investment initiatives. All of the BCL's and Center Directors in each state meet quarterly in our State Consortia to coordinate activities. Because of our strong presence in the local community, many of our centers have developed unique training opportunities for students. These include:

- Co-enrollments with high schools, leading to H.S. Diplomas for our students,
- Leisure time employment opportunities, which allow students to amass a large bank account which will be available for their post graduation needs,
- Co-enrollments with local community colleges where the center and the college share resources to provide additional training opportunities, and,
- Strong ties with military recruiters, who are actively using Job Corps training to ready potential recruits for enrollment.

***State and Local Workforce Investment Boards (WIBs) and Youth Councils***

In Region 2, every Youth Council that is located within 100 miles of a Job Corps center has a Job Corps staff member serving on the council. We have JC staff on State Youth Councils in several states, JC staff serving on local WIBs, and in one case a JC corporate staff member is serving on the State Workforce Investment Board.

***Memorandum of Understanding (MOU's)***

MOU'S are a means to insure that all partners work together harmoniously. Specific MOU's have been established for each CTS area based on input from each partner within that area. These MOU's clearly define the roles and responsibilities of each partner so there is minimal conflict or misunderstanding amongst providers. These documents were instrumental in opening the lines of communication within each CTS area. Several of the groups have elected to meet on a regular basis to continue to be able to provide seamless services to graduates.

***Kentucky Partners***

With the addition of the Kentucky Job Corps Centers, we were faced with the difficulty of providing services to students from states outside our region. Region 2 relies on support from several Regions but primarily Region 3, to help maintain OBS in the state of Kentucky. In the past, this arrangement had led to problems when students returned to those geographical areas for placement. We have worked closely with both the Atlanta and New York regions to secure CTS services for our students and we have established a regional staff position responsible for coordinating activities with other regional offices. A Geographic Assignment Plan (GAP) was established in conjunction with Region 3 to help coordinate the areas from which students are recruited. Each center in Kentucky (except Clements) now receives students from only two states in Region 3. This allows equal distribution of students as well as less confusion in arranging for CTS services to graduates.

## STAFF TRAINING

Region 2 has delivered training to all of the various service providers in both formal and informal settings. Our Regional philosophy regarding training is that staff involved in direct student contact in the various phases of CDSS need a core cluster of specific Career Development Facilitation skills. It is no longer enough to teach staff to perform specific functions in a rote fashion without regard to the needs of the individual student. All staff must understand the need to assess students needs, provide adequate labor market information, possess helping skills, understand the basic principles of youth development, and have a working knowledge of information technology. To that end, future training will include basic Career Development skills, tailored to the Job Corps setting.

Our Small Purchases budget for PY 2001 contains a request for funding to develop the core curriculum. We then plan to coordinate the resources of our individual contractors to fund the actual delivery of training modules in a variety of media. Our plan for PY'2001 includes training for on-center CDSS counselors, post-center CTS providers and additional training for O&A counselors

To date, our training has included:

1. September 2000 – Roll-out of Region 2 CDSS plan - Overview of Career Development Facilitation skills, Comprehensive presentation of required elements of CDS phases, from CPP through Post termination CTS. Audience: All CD's, Counseling Managers, Education Managers, Post Termination CTS counselors, Orientation Specialists, corporate staff, CTS managers, JACS and HBI.
2. December 2000 - Role of Admissions Counselors in CDSS - Training on techniques of assessment, basic principles of Career Development Facilitation, and role of O&A in community outreach effort. Audience: All Admissions Counselors, O&A Managers and Corporate Leaders
3. January - Center implementation of CDSS - emphasis on Career Preparation period, required elements of CDSS in Region 2, overview of why CDSS is needed, information sharing and best practices. Audience: Center Directors and Corporate Representatives.
4. February 2001 - Center Standards Officers & Center Directors- Behavior management and techniques to deal with student discipline concerns. The emphasis was on providing Conflict Resolution Training for students.

5. April 2001 - CTS Partnership meeting. Audience - NTC's, IWEP, CTS managers, center directors, corporate staff, regional staff. Topics: Understanding roles and responsibilities, Creation of specific Memoranda of Understanding, . Defining who does what, when, and how often.

6. June 2001 - CIS/PRH/CDS rollout training. Audience: Center staff, CTS managers, Corporate staff, O&A Managers, and Support Contractor staff.

In addition to the above, Centers and OA/CTS contractors will submit for approval by the Regional Office an annual staff training plan. The Plan shall include, at a minimum, the topics and frequencies specified in the PRH, Exhibit 5-4. Conflict resolution shall be incorporated as part of center's five-hour adolescent growth and development training for all staff.

Centers and CTS contractors shall provide staff training on all aspects of their CCP, CDP, and CTP Plans on an annual basis. This training will also include an overview of the PRH and CIS requirements. Centers and OA/CTS contractors shall maintain up-to-date records of training completed by each employee.

Regional Office staff will review these records during monitoring visits and formal assessments.

April 17, 2001

**REGIONAL FIELD INSTRUCTION NO. 01-03**

**TO:** ALL REGION II JOB CORPS CENTER DIRECTORS  
ALL REGION II JOB CORPS CIVILIAN CONSERVATION  
CENTER DIRECTORS THROUGH AGENCY PARTNERS  
ALL REGION II OUTREACH, SCREENING AND CTS  
AGENCIES  
ALL REGION II JOB CORPS CONTRACTORS  
ALL REGION II JOB CORPS SUPPORT SERVICE  
AGENCIES (JACS AND WICS)

**SUBJECT:** Region II CTS Offices (Revised)

1. **Purpose:** To distribute the attached list of names, addresses, phone numbers, coverage areas, and placement codes for all current Region II Career Development Services System (CTS) offices

2. **ACTION:** Center CTS staff should use the attached list to refer terminating, or terminated Job Corps students for CTS and placement services. Center staff need to familiarize themselves with the CTS requirements outlined in Regional Field Instruction No 01-04 which requires Center CDSS staff to “contact post-center Career Development service providers to arrange for a face to face or telephonic introduction with the students. It also requires that Center staff forward the final post-center transition paperwork to the subject CTS provider days prior to the student’s scheduled separation. These actions are to be completed sixty (60) days prior to the scheduled separation.”

CTS contractors should notify the Regional office immediately of any change in the information shown on the list.

3. **Questions:** Any inquiries concerning this instruction may be directed to your Government Authorized Representative.

4. **Rescissions:** RFI 00-06 dated January 2000 should be discarded and replaced.

Lynn Intrepid  
Regional Director  
Office of Youth Services and Job Corps

Attachments

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July 1, 2001

## **CTS Contractors** **Addresses, Phone Numbers, Codes & Areas served** **Pennsylvania**

Contractor	Dates of contract	CDC	Code, Areas Served, IWEP
Philadelphia JCC Manager- Diane Rivers 4601 Market Street Philadelphia PA 19139 Phone 215 471-9689 FAX 215 747-8552	until 6/30/2003	4601 Market Street <b>Philadelphia PA 19139</b> Phone 215 471-9689 FAX 215 747-8552	<b>PAJPPH</b>  For Philadelphia JCC students only  IWEP Job Developer John Reck
MTC Eastern PA Career Transition Serv. Manager- Marlene Broomer  4601 Market Street Suite 335 Philadelphia PA 19139 Phone (215)471-9370 Toll Free: (800) 420-8272 Fax (215) 471-9380 Broomerm@aol.com BroomeM@jcdc.jobcorps.org	10/01/00-4/30/02	<b>Philadelphia PA</b> Kirkland Jones Rosa Villot Sabriya Williams Crystal Mouzon Jasmine Rodriguez  One Stop PA Career Link 32 East Union Street <b>Wilkes Barre PA 28711</b> Tim Mahovich-(570) 270-4898 Fax (570) 826-2443 e-mail t_mahovich@hotmail.com  One Stop PA Career Link 2971 N 7 <sup>th</sup> Street Suite A <b>Harrisburg PA 17110</b> CDC-vacant Fax (717) 772-0604	<b>PAMTRR</b> Northern Tier, Central, Southcentral, Southeast, Lehigh Valley, and Northeast areas  IWEP Job Developer John Reck

Rescare 10/1/00-12/31/02 Western Career Transition Services Manager-Denice Lynam 7175 Highland Drive Pittsburgh PA 15206 Phone (412) 441-8700 Ext 8658 Toll Free: (800) 473-5837 Fax (412) 441-8760 ddallasen@yahoo.com dallasde@jcdc.jobcorps.org	<b>Pittsburgh JCC</b> <b>Pittsburgh PA 15206</b> Denice Lynam Mgr Ext 8658 Shelia Lewis Ext 3321 Darnette Garner Ext 2005 Tankika Childs Ext 8767 Ted Smith Ext 8779 Amy Habovick Ext 2004 Michael Watkins Ext 8761 Lelle Porter Ext 8746 David Sakulsky Ext 8769 Josh Comer Ext 8765 Ann Santoro Ext 8770	<b>PARCPB</b> Northcentral, Southern Alleghenies, Northwest and Southwest areas  IWEF Job Developer Rich Williams
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## Maryland

Contractor	Dates of contract	CDC	Code, Areas Served, IWEP
Adams & Associates Maryland Career Transition Services Mgr-Phillip Robinson 5565 Sterrett Pl Suite 214 Columbia MD 21044 Phone (410) 964-5671 Toll Free (866) 214-2738 FAX (410)964-0210 probinson@adamsandassociatesnet.com	11/01/00-3/31/02	<b>Woodstock JCC</b> Anne Young Briana Wilton Catherine Barber Cadelia Paige <b>Woodland JCC</b> Jeff Kriebel Dana Gray Shereima Menton <b>AA East Coast Office</b> Tina Hill	<b>MDAAWS</b>  Entire state of Maryland  IWEP Job Developer Gerald Talbott



## Virginia

Contractor	Dates of contract	CDC	Code, Areas Served & IWEP
Rescare Virginia Career Transition Services Project Director- Billy Witt 115 N First Street Suite 100-A Richmond VA 23219 Phone (804) 344-8550 Toll Free (800)359-3785 FAX (804) 344-8556 writtb@jcdc.jobcorps.org	11/01/00-10/31/02	115 N First Street Suite 100-A <b>Richmond VA 23219</b> Phone (804) 344-8550 Toll Free (800)359-3785 FAX (804) 344-8556 Don Scott Tina Miceli Beverley Bell Jr. Michelle Murphy  7525 Tidewater Drive Norfolk VA 23505 Phone (757) 583-7809 Toll Free (800) 959-9570 Fax (757) 583-7885 Winnifred Tate Portia Copper Theresa Dutton  Old Dominion Job Corps Center 1073 Father Judge Road Monroe, VA 24574 Phone (804) 929-4081 ext 138 Toll Free (800) 848-4081 ext 138 Fax (804) 929-0812 Jeri Barnes	<b>VAJPOD</b> All <b>except</b> Fairfax, Loudon, Arlington & Prince William counties  IWEP Job Developer Archie Whitehill

MTC 11/01/00-12/31/01 D.C & Northern Virginia CTS Roxanne Chin (202) 547-2852 300 I Street NE Suite 210 Washington DC 20002 Phone: (202) 547-2852 Toll Free (888) 862-7286 FAX (202) 547-2876 ChinRo@jcdc.jobcorps.org	300 I Street NE Suite 210 <b>Washington DC 20002</b>  Roxanne Chin-Director Sabrina Brown Maria Martin Carolyn Mitchell Scott Perry Nigel Best Darnell Corbin  Phone: (202) 547-2852 Toll Free (888) 862-7286 FAX (202) 547-2876	<b>DCMTPT</b> Fairfax, Loudon, Arlington, & Prince William counties Zip codes beginning 22 Zip codes beginning with 20 <b>EXCEPT</b> 20119,20130,20135 AND 20137  IWEF Job Developer Archie Whitehill
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## District of Columbia

Contractor	Dates of contract	CDC	Code, Areas Served & IWEP
MTC  Roxanne Chin (202) 547-2852 300 I Street NE Suite 210 Washington DC 20002 Phone: (202) 547-2852 Toll Free (888) 862-7286 FAX (202) 547-2876 <a href="mailto:ChinRo@jcdc.jobcorps.org">ChinRo@jcdc.jobcorps.org</a>	11/01/00-09/30/01	300 I Street NE Suite 210 <b>Washington DC 20002</b> Roxanne Chin-Director Sabrina Brown Maria Martin Carolyn Mitchell Scott Perry Nigel Best Darnell Corbin  Phone: (202) 547-2852 Toll Free (888) 862-7286 FAX (202) 547-2876	<b>DCMTPT</b> Metro DC  IWEP Job Developer Gerald Talbott.

## Delaware

Contractor	Dates of contract	CDC	Code, Areas Served & IWEP
DESI Delaware Career Transition Services Manager: Mark Romanisky 1420 Walnut Street, First Floor Ream Philadelphia, PA 19102 Phone: (215) 985-3650 Toll Free: (800) 762-7288 FAX: (215) 985-3655 jobcorps@erols.com	Expires 9/30/01	901 Market Street Suite 700 <b>Wilmington DE 19801</b> Latoya Kalili Phone: (302) 658-5710 Toll Free: (800) 242-0347 FAX: (302) 658-9740	<b>DEDSDE</b> Entire State  IWEP Job Developer: John Reck Jr

## West Virginia

Contractor	Dates of contract	CDC	Code, Area Served,IWEP
MTC West Virginia Career Transition Charleston Job Corps Center Director-Rick Jarvis 1000 Kennawa Drive Charleston WV 25322 Phone (304) 925-3200 ext 216 1-800-2143892 Pager (304) 361-3675 FAX (304) 925-7127 jarvis@jcdc.jobcorps.org  Sr Secretary. - Dora Mollohan Phone (304) 925-3200 ext 275 admissions@jcdc.jobcorps.org	10/01/00-09/30/02	<p>WORK4WV Career Center  201 Grey Flats Road  <b>Beckley, WV 25801</b>  Cliff Lively (304)256-6792  Toll Free: (866) 253-5833</p> <p>Charleston Job Corps Center  <b>(On Center CTS Staff)</b>  1000 Kennawa Drive  <b>Charleston, WV 25311</b>  Rosetta Syed (304) 925-3200  ext 227  Toll Free: (888)214-3892</p> <p>WORK4WV Career Center  109 Adams Street  PO Box 1468  <b>Fairmont, WV 22554-1468</b>  (304)366-9541  Toll Free: (800) 201-1062</p> <p>WORK4WV Career Center  Berkeley Plaza  PO Box 905  <b>Martinsburg, WV 25401-0905</b>  Gail Chambless (304) 267-0030  Toll Free: (888) 809-7483</p> <p>WV Job Service Office  4237-C State Route 34  <b>Hurricane WV 25526-9788</b>  Clifford Hammond (304) 757-7270  Toll Free: (888) 343-5653</p>	<p><b>WVJPC</b>  Entire State</p> <p>IWEP Job Developer  Heather Riser</p>

## Kentucky

Contractor	Dates of contract	CDC	Code, Areas Served, IWEP
<b>RESCARE</b> Western Kentucky Career Transition Office Mgr-Annette Logan Ext 5203 Earle C. Clements 2302 US Highway 60E Morganfield, KY 42437 Phone (270) 389-2419 Fax (270) 389-1134 logana@jcdc.jobcorps.org	11/01/00-4/30/02	Phillip Booth Neal Kessler Stephanie Spaulding  600 West Cedar, Ground Level Louisville KY 40202 Phone (502) 585-4052 Toll Free (800) 585-4052 Fax - (502) 585-4150	<b>KYRCET</b> Western KY  IWEP Job Developer John Dugger
<b>DESI</b> Eastern Kentucky Career Transition 363 Meadows Branch Prestonsburg KY 41653  <b>Brian Ballard - Mngr</b> Phone- (606) 886-1037 Ext 67 Fax (606)886-0196 ballardb@jcdc.jobcorps.org	11/01/00-9/30/02	2891 Richmond Rd Suite 212 <b>Lexington KY 40509</b> (859) 299-0050 Toll Free: (866) JobCorps Fax (859) 299-1060  Melody McCoy Mark Sachnoff  Carl D. Perkins JCC 363 Meadows Branch <b>Prestonsburg KY 41653</b> Phone- (606) 886-1037 Ext 67 Toll Free: (800) 497-4001 Fax (606)886-0196  Julie Scoggins Mary Trimble	<b>KYJPCA</b> Eastern KY  IWEP Job Developer John Dugger